



**Al-furqan Primary School**

# **Head Teacher Recruitment Pack Information to Applicants**

**Contact Details:**

*Al-Furqan Primary School*

*Reddings Lane*

*Tyseley*

*Birmingham*

*B11 3EY*

*Tel: 0121 777 2222*

[www.al-furqan-pri.bham.sch.uk](http://www.al-furqan-pri.bham.sch.uk)

[enquiries@al-furqan-pri.bham.sch.uk](mailto:enquiries@al-furqan-pri.bham.sch.uk)



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## **Copy of advert and return details**

### **Head Teacher**

**Group 4, ISR: L17 – L23 £56,109 - £65,011**

**Al-Furqan Primary School, Reddings Lane, Tyseley, Birmingham, B11 3EY**

**Al-Furqan Primary School, Reddings Lane, Tyseley, Birmingham, B11 3EY**

The Interim Executive Board of Al-Furqan Primary School, which is a rapidly improving school, invites applications from enthusiastic and excellent leaders to fill our Head Teacher's post. This is an exciting opportunity for an experienced Head Teacher to be part of Al-Furqan Primary School which has been designated by the Secretary of State as a Voluntary Aided school, with a religious character.

Al-Furqan Primary School (AFPS) is to be conducted as an Islamic school. The Islamic Ethos of AFPS must be in accordance with the Islamic Ethos (including IQA) as defined by Al-Furqan Educational Trust (AFET). We are looking for an outstanding candidate who embodies the aims, ethos and aspirations of our expanding school.

#### **The successful candidate will be:**

- A committed practising Sunni Muslim
  - Passionate about education.
- An inspirational leader who brings ambition and high standards to match those of the community and who motivates and supports staff and children alike.
- Able to understand and empathise with the values of the school and show how this can be demonstrated within our diverse community, and be an excellent communicator.
- Committed to upholding and promoting the Islamic ethos of the school as it has been defined by AFET.
- Able to demonstrate clear strategic thinking in managing the school to achieve its aims and vision.
  - Passionate that each child reaches the maximum of their potential.

#### **We can offer:**

- Children who enjoy their education and thrive in their environment.
  - Dedicated teaching and support staff.
- A welcoming learning environment in a well-resourced school.
  - Committed and engaged parents and governors.

To arrange a school visit please contact: Andrew Moore-Stow, Interim Head Teacher, on 0121 777 2222.

**Closing Date: Friday 12 September 2014, 12 noon**

**Completed applications should be returned to:**

**Performance, Engagement & Commissioning Services**

**PO Box 16461, Birmingham, B2 2DB**

**Or via email to [CSURecruitment@birmingham.gov.uk](mailto:CSURecruitment@birmingham.gov.uk)**

*Al-Furqan is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.*

## **Head Teacher's Message**

Assalamu Alaikum

Dear Parents,

I am sure you will be pleased to hear that the IEB has been given the go-ahead by the Department for Education to start the process of appointing a permanent Head Teacher for Al-Furqan. The appointment process will obviously involve the Trust at all stages to ensure that the Islamic ethos of the school is upheld. As soon as details of the appointment process are finalised I will of course communicate this to you. The appointment of a substantive Head Teacher is not linked to the academy agenda. The DfE have recognised that a permanent appointment now needs to be made to ensure the future of the school is secured and that it can move forward into the future with confidence.

I am also able to tell you that following interviews held on Wednesday we have been able to appoint two permanent teachers; Mrs Nahim Akhtar in Year 1 and Miss Maryam Dar in Year 5. We still have to appoint a further 2 teachers for September for the third Year 3 class and Year 6 but I feel confident that we will indeed be able to make good appointments before the start of the new academic year. We have also appointed 2 cover supervisors for the start of the academic year. Following parental concerns over the number of supply teachers employed in classes when teachers have been absent we have taken the decision to employ 2 permanent cover supervisors who will act as first line of cover in the event of any absence. The advantage of employing supervisors is twofold; they will know all the children and staff and provide consistency and continuity of educational provision across the school in the event of absence. Additionally when there are no teacher absences they can be employed to deliver a range of interventions where needed; a good example of this would be to assist groups or individuals to improve reading comprehension or provide additional support where children are experiencing difficulty with certain aspects of mathematics, either way this will drastically decrease the school's reliance on supply agencies and should save considerable amounts of money which can be more usefully employed throughout the school.

Further good news concerns the opening of the roof playground on the new build. It will be timetabled for use in the summer term for all children. This will not only provide an excellent facility for playtimes and dinnertimes but also for PE lessons. HMI Monitoring report was sent out early this week. I do hope you will agree with me that the report is a positive one which gives us a clear direction for further improvement and the hope that we can move out of Special Measures during the summer term. There is still much to do and there are still areas of concern which we will be addressing with rigour on return to school. I did set the school a target when I first arrived at Al-Furqan of being out of Measures by July; I feel that we are on target but cannot afford to relax or be complacent in any aspect related to teaching and learning across all key phases. To this end staff are working hard to achieve the very best outcomes for your children, ably supported by the two consultants who have been working in school this and next term.

I would also ask you to continue your excellent support without which we could not hope to make the progress we have made so far. Let me take this opportunity to thank you for your continued support and help. Long may it continue.

*In the name of Allah the Most Merciful the Most Kind*

### **The Ethos**

Al-Furqan Primary School has been designated by the Secretary of State as a Voluntary Aided school, with a religious character. Recognising its historic foundation the school will preserve and develop its religious character in accordance with the principles of Al-Furqan Educational Trust and in partnership with Al-Furqan Educational Trust (AFET). As a Voluntary Aided School, AFET owns the site and the school buildings and defines the Islamic Ethos including the curriculum for Islamic, Quranic and Arabic studies (IQA).

Al-Furqan Educational Trust expects it's schools to serve their communities by championing education founded on the Islamic faith and its values; and encouraging an understanding of the meaning and significance of faith through the experiences offered to all pupils. In addition AFET schools seek to inspire every child to achieve their full potential, by putting them on the path of lifelong learning by teaching them to educate themselves and become fair minded individuals who are able to contribute positively to society.



# **School Ethos**

## **Al-Furqan Primary School's Ethos**

Ethos is the characteristic belief of a given community. At Al-Furqan this is based on the fact that Allah is the Creator and that we will be accountable to Him for all our actions on the Day of Judgment, and that He has given us guidance through the Quran as to how we should live our lives. The curriculum, the relationships, the priorities, the aims and the objectives and discipline should show care, an important part of Islamic teaching. It should be clearly understood that the Al-Furqan's ethos is realised through daily action rather than by discussion alone. It is in this day to day living that the value system of the Al-Furqan will become apparent. However, its development has to be promoted and encouraged by practical means, since it rarely emerges by accident or by choice. It is therefore the responsibility of every member of the Al-Furqan community to contribute to the creation and implementation of its declared ethos. The environment in which Al-Furqan community lives and learns makes non-verbal statements about the ethos, its values and priorities.

These are widened by such things as the atmosphere of welcome (including the quality of display), the visible care, concern and respect for people, for example quality of reception, the way staff and people address visitors and each other, care pupils display towards their own and other peoples possessions, respect towards each other, movement around the school. Other evidence of personal relationships is:-

- **The expectations which teachers have of pupils and pupils have of themselves.**
- **The quality of welfare and expectations placed upon people.**
- **The just and equitable nature of arrangements for all pupils.**
- **The concern to develop responsibility, initiative and pride in one's work and the work of the school.**
- **The loyalty and commitment to the values encouraged by the school.**
- **The consistency with which those values are pursued by staff and pupils.**
- **The range and quality of activities designed to promote personal development.**

# **About Us, Our School**

## **The Story Of Al-Furqan**

### **Become part of the Al-Furqan Family Story:**

Our story started on 2nd October 1989 when the foundations of Al-Furqan were laid by Zahida Hussain, the organization was initially named as Muslim Study Group.

Herself a parent, Zahida was looking for a school for her daughter in which both the National Curriculum and the Islamic Curriculum were taught side by side to the highest possible standards, helping each child to reach their full potential.

Inspired by her mother and supported by her husband, Muslim Study Group opened its doors on the first day with four children aged 3 to 5, including Zahida's own daughter.

Parents who joined the organisation were also committed to providing a sound education for their children in a disciplined environment where the values of Islam were of primary importance. Thus making the Muslim Study Group a unique family in which every parent focused on the highest possible outcomes for their child.

From our humble origins in a semi-detached house in Moseley, Birmingham, occupying just two rooms, we met the educational needs of our students. The accommodation was not conducive to an educational environment. Al-Humdulillah, word spread of the high educational standards being achieved. We were overwhelmed by the demand for our educational provision.

We immediately set our sights on moving into more suitable premises. After a long and painful search we took occupation of a terraced house in Sparkhill, Birmingham. There the Muslim Study Group flourished for a further two years until once again we were forced to explore more suitable buildings. Our development has always been restricted by financial constraints. We were not prepared to go beyond our limitations. It was a policy of cautious but firm development – a policy that the family of Al-Furqan is proud of – Al Humdulillah - unlike many a venture of the late eighties we continued to grow with the Du'as of our brothers and sisters in the community and the blessings of Allah (SWT).

In August 1992, we took occupancy of Stanfield House, Warwick Road, Tyseley. This move required the Muslim Study Group re-constituting itself as Al-Furqan School (4yrs to 18yrs). Stanfield House was deemed suitable as an educational establishment. This was followed by receipt of the final registration awarded by the Department for Education.

From September 1996, the primary part (boys & girls aged 4 to 11 years) became known as Al-Furqan Primary School and the secondary part (girls only aged 11 to 18 years) became known as Al-Furqan Community College.

On the 9th of January 1998, Al-Furqan Primary School was approved for Government funding and obtained Grant Maintained Status. The newly funded school was incorporated as Grant Maintained on the 1st of February 1998 and thus became the first state funded Islamic school in England. Al-Humdullilah, an historic achievement for Muslims in England. In September 1999, under the new legislation, Al-Furqan Primary School became a Voluntary Aided school with Al-Furqan Educational Trust being its Religious Authority.

Over the years, Al-Furqan Primary School achieved several awards for its excellent educational standards, including the Government's Achievement Award; Investors in People Award; Leading Aspect Award; Quality Mark; Art Mark; ICT Mark; Comenius Award; Every Child Matters Award; Leading Parent Partnership Award; Impetus Award and the Healthy Schools Award.

Al-Furqan Community College (Girls) continued to remain independent and amongst the top performing secondary schools in England.

In September 2002, Al-Furqan Primary School re-located to Reddings Lane. In February 2003, Al-Furqan Community College (Girls 11 to 16, independent) relocated to the same site within an independent purpose built building. It had to sacrifice its 16yrs to 18yrs provision due to the high demand for 11yrs to 16yrs provision. Al-Humdullilah, a Nursery was opened in 2004. A purpose built mosque was open to the local community in 2005 and Al-Furqan Community College (Boys 11 to 16, independent) opened its doors in September 2006.

The family of Al-Furqan has grown and changed enormously over the years and has had to manage many challenges – internal and external. However, one thing never changed – each and every parent who joins the Al-Furqan family continues to do their best to secure the best possible outcomes for their child.

Once, when asked who the family of Al-Furqan are, Zahida replied, any parent who wants to secure the best outcomes for their child and any child who stays in touch after they have left school. She often tells the family of Al-Furqan the following story:-

On 2nd October 1989, at 9.30, half an hour after we opened our door as the Muslim Study Group we had our first visitor. He told me a story which I have treasured over the years...

Once there was a wise man who spent his days just outside his village sitting under a shady tree where he could think. One day a traveller came to him and said, "Old man I have travelled far. I have seen many things and met many people. Can you tell me, if I go into this village, what kind of people will I meet?" The wise man replied, "Yes I will be happy to tell you? But first tell me what kind of people you have met in your travels so far?"

The traveller replied, "Oh you wouldn't believe it I have met the most awful people! I have met people who are selfish and unkind to strangers. I have met with people who don't care for themselves or for one another. I've met foolish young people I could learn nothing from and old people whose lack of hope depresses everyone they meet." As the traveller spoke a look of sadness grew in this wise man's eyes as



he nodded in a knowing way. "Yes" he said, "I know exactly the kind of people you speak of. And I am sorry to tell you but if you go into my village I'm afraid that is exactly the kind of people you will meet." "I knew it" the traveller scoffed "It's always the same. It's always the same." He kicked the dirt under his feet and stormed off down the road without even bothering to stop in the village.

A few hours later, another traveller came to the wise man and said, "Kind sir, I have travelled far and seen many things and met many different people, can you tell me if I go into this village what sort of people I will meet there." The wise man replied, "Yes I'd be happy to tell you, but first you tell me what kind of people you have met in your travels so far?" The traveller responded, "Oh, you wouldn't believe it. I have met the most amazing people? People who are kind and generous to strangers, people who care for one another like family. I've met young people with a wisdom beyond their years, and I've met older people with a youthful passion for life that brings joy to everyone they meet. And I have learned much from all of them." As the traveller spoke, the wise man smiled brightly as he nodded in a knowing way. "Yes" he said, "I believe I know exactly the kind of people you speak of. And I'm happy to tell you. If you go into my village I am certain that is exactly the type of people you will find." "Come then" said the traveller "and introduce me to them."

The message I got from this story was that the parents, children, staff, visitors, volunteers, partners, friends who choose to become part of the Al-Furqan family are very special and amazing people and it is their kindness, generosity, wisdom and passion that has made Al-Furqan what it is today!

On our journey we have always accepted that, like any family, the family of Al-Furqan is not perfect, so we have always valued criticism for it helped us to reflect and praise for it gave us energy. Thank you to everyone past and present for your very special and amazing contribution to Al Furqan and we would like to welcome anyone who is special and amazing to join the family of Al-Furqan, be it as a student, parent, staff or volunteer and become part of our story.

## **Al-Furqan Primary School's Values and Beliefs**

Al-Furqan promotes the values of:-

- Equality amongst all races and cultures.
- Respect for all faiths.
- Care for oneself, all people, animals, other living things, environment, own property and other peoples property.
- Being mindful of our accountability to Allah (s.w.t) at all times.
- Aspire to reach our full potential at all times and in all aspects of our lives.

At Al-Furqan we believe that these values form the foundation of the five pillars of Islam upon which the Islamic Belief stands.

The five pillars are as follows:-

- 1) The Declaration of Faith - To make this commitment one needs to care and have a desire to develop an understanding towards what they observe and feel.
- 2) Five Daily Prayers - Whilst praying all Muslims, irrespective of race, colour, culture, creed stand shoulder to shoulder with respect for one another facing in the direction of Kabbah in a clean place.
- 3) Fasting in Ramadan - Amongst many things, Fasting teaches self-control which requires a lot of courage.
- 4) Giving Zakat - This is a pillar of Islam which cannot be fulfilled without care and careful thought as to who is the neediest and therefore requires the most help.
- 5) Hajj - Hajj cannot be completed without respect for others, a belief that Allah created all human beings equal, and a deep sense of care for the environment, animals, plants and other people's property.

## **Mission Statement**

*"The aim of Al-furqan is very simple; we seek to provide a caring, secure, happy Islamic environment in which every student can discover and realise their full potential."*

## School Day Year 1

<b>Monday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register
Mathematics	Mathematics	Mathematics	Mathematics
Drink & break	Drink & break	Drink & break	Drink & break
English	English	English	English
Lunch & Play	Lunch & Play	Lunch & Play	Lunch & Play
Story/Nasheed	Physical Education	Story/Nasheed	Physical Education
Teaching units delivered will be Geography or History or Science or Design Technology or Religious Education as per schemes of work AND Hifz, 1:1 Arabic Qaida reading	Teaching units delivered will be Geography or History or Science or Design Technology or Religious Education as per schemes of work AND Hifz, 1:1 Arabic Qaida reading	Teaching units delivered will be Geography or History or Science or Design Technology or Religious Education as per schemes of work AND Hifz, 1:1 Arabic Qaida reading	Teaching units delivered will be Geography or History or Science or Design Technology or Religious Education as per schemes of work AND Hifz, 1:1 Arabic Qaida reading
Art	Art	Art	Art
Fruit & Feelings time & Islamic Thought	Fruit & Feelings time & Islamic Thought	Fruit & Feelings time & Islamic Thought	Fruit & Feelings time & Islamic Thought
Home time	Home time	Home time	Home time

## School Day Year 2

<b>Monday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register
Mathematics	Mathematics	Mathematics	Mathematics
Drink & break	English	Drink & break	Drink & break
English	English	English	English
Lunch, Play, IQA – Followed by 1:1 IQA support in the afternoon	Drink, Fruit, Swimming	Lunch, Play, IQA – Followed by 1:1 IQA support in the afternoon	Lunch, Play, IQA – Followed by 1:1 IQA support in the afternoon
Teaching units delivered will be Geography or History or Science as per schemes of work	Swimming	English	Mathematics
Teaching units delivered will be Geography or History or Science as per schemes of work	Lunch	English	Mathematics
Teaching units delivered will be Geography or History or Science as per schemes of work	Music/Nasheeds	English	Art skills
Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a
Home time	Home time	Home time	Home time

### School Day Year 3

<b>Monday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register
Mathematics	Mathematics	Mathematics	Mathematics
Drink & break	Drink & break	Drink & break	Drink & break
English	English	English	English
Lunch, Play, IQA – Followed by 1:1 IQA support in the afternoon	Lunch, Play, IQA – Followed by 1:1 IQA support in the afternoon	Lunch, Play, IQA – Followed by 1:1 IQA support in the afternoon	Lunch, Play, IQA – Followed by 1:1 IQA support in the afternoon
Teaching units delivered will be Geography or History or Science as per schemes of work ART	Physical Education	English	Mathematics
Teaching units delivered will be Geography or History or Science as per schemes of work ART	Physical education	English	Mathematics
Teaching units delivered will be Geography or History or Science as per schemes of work ART	Physical Education	English	Music/Nasheeds
Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a
Home time	Home time	Home time	Home tim

### School Day Year 4

<b>Monday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register
Mathematics	Mathematics	Mathematics	Mathematics
Drink & break	Drink & break	Drink & break	Drink & break
English	English	English	English
Lunch, Play, IQA – Followed by 1:1 IQA support in the afternoon	Lunch, Play, IQA – Followed by 1:1 IQA support in the afternoon	Lunch, Play, IQA – Followed by 1:1 IQA support in the afternoon	Lunch, Play, IQA – Followed by 1:1 IQA support in the afternoon
Music/Nasheed	Teaching units delivered will be Design Technology or Religious Education or Science as per schemes of work	Teaching units delivered will be as per schemes of work Geography or History or Science ART	English
Mathematics	Design Technology or Religious Education or Science	Geography or History or Science ART	English
Mathematics	Design Technology or Religious Education or Science	Geography or History or Science ART	English
Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a
Home time	Home time	Home time	Home time

**School Day Year 5**

<b>Monday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register
Mathematics	Mathematics	Mathematics	Physical Education
Drink & break	Drink & break	Drink & break	Drink & break
English	English	English	Physical Education
Lunch, Play, IQA	Lunch, Play, IQA	Lunch, Play, IQA	Lunch, Play, IQA
Teaching units to be delivered in Geography or History or Science as per schemes of work ART	Mathematics	Music/Nasheed	English
Geography or History or Science ART	Mathematics	English	English
Geography or History or Science ART	Mathematics	English	Mathematics
Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a	Mathematics
Home time	Home time	Home time	Home time



### School Day Year 5/6

<b>Monday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register
Mathematics	Mathematics	Mathematics	Mathematics
Drink & break	Drink & break	Drink & break	Drink & break
English	English	English	English
Lunch, Play, IQA	Lunch, Play, IQA	Lunch, Play, IQA	Lunch, Play, IQA
Teaching units to be delivered in Geography or History or Science as per schemes of work ART	Mathematics	English	Physical Education
Geography or History or Science ART	Mathematics	English	Physical Education
Geography or History or Science or Design Technology ART	Music/Nasheeds	English	Physical Education
Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a	Physical Education
Home time	Home time	Home time	Home time

## School Day Year 6

<b>Monday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register	Welcome, Corrections, Du'a, Register
Mathematics	Mathematics	Mathematics	Mathematics
Drink & break	Drink & break	Drink & break	Drink & break
English	English	English	Information, Communication Technology
Lunch, Play, IQA	Lunch, Play, IQA	Lunch, Play, IQA	Lunch, Play, IQA
Teaching units to be delivered in Geography or History or Science as per schemes of work ART	Mathematics	English	Physical Education
Geography or History or Science ART	Mathematics	English	Physical Education
Geography or History or Science ART	Music/Nasheeds	Information Communication Technology	Physical Education
Fruit & Circle Time, Islamic thought, Du'a	Fruit & Circle Time, Islamic thought, Du'a	Information Communication Technology	Physical Education
Home time	Home time	Home time	Home time

**BIRMINGHAM CITY COUNCIL - DIRECTORATE FOR PEOPLE**

**AL FURQAN PRIMARY SCHOOL**

**REDDINGS LANE**

**BIRMINGHAM**

**B11 3EY**

**HEAD TEACHER DESCRIPTION**

**SALARY SCALE: GROUP 4, L17 – L23**

**Al-Furqan Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.**

**As required by Paragraphs 45-48 & 52 of the School Teachers' Pay and Conditions Document (attached)**

**1. Job Purpose**

2.

As required by paragraph 45-48 & 52 of the School Teachers' Pay and Conditions Document, to be responsible for the internal organisation, management and control of the school.

**2. Duties and responsibilities**

**2.1 General**

To act in accordance with the requirements of paragraphs 45 – 48 & 52 of the School Teachers' Pay and Conditions Document

To undertake the professional duties of a head teacher as set out in paragraph 47 of the School Teachers' Pay and Conditions Document

To act in accordance with other legislation affecting the conduct of the school, particularly that governing health and safety matters and employment rights

**2.2 Specific**

Al-Furqan Primary School has been designated by the Secretary of State as a Voluntary Aided school, with a religious character.

Al-Furqan Primary School (AFPS) is to be conducted as an Islamic school. The Islamic Ethos of AFPS must be in accordance with the Islamic Ethos (including IQA) as defined by Al-Furqan Educational Trust (AFET). The duties of the Head teacher include Al-Furqan Primary School has been designated by the Secretary of State as a Voluntary Aided school, with a religious character. Al-Furqan Primary School (AFPS) is to be conducted as an Islamic school. The Islamic Ethos of AFPS must be in accordance with the Islamic Ethos (including IQA) as defined by Al-Furqan Educational Trust (AFET).

The duties of the Head teacher include:

To uphold and promote the Islamic Ethos (including IQA) of the school as defined by AFET.

To deliver the Islamic Ethos (including IQA) of the school against the current AFET Islamic Ethos Self Evaluation Form (SEF)

### **3 Line Management**

Responsible for the supervision of all staff employed in the school (other than school meals staff)

### **4 Conditions of employment**

The above responsibilities are in accordance with the School Teachers' Pay and Conditions Document in terms of duties and working time and are also subject to any local agreements and LA guidance on interpreting conditions of service.

### **5. Review and Amendment**

5.1 This job description is normally subject to annual review. Subject to the provisions of the School Teachers' Pay and Conditions Document it may be amended at the request of the Governing Body or the Head Teacher but only after full consultation between them. It will be signed if agreement is reached.

**6. Complaints**

6.1 If, following review and amendment, agreement is not reached, the appropriate procedures should be used for the settling of any disputes.

Job description issued after consultation: \_\_\_\_\_

Signature of the Chair of the I.E.B.

Copy received by: \_\_\_\_\_

(Signature of the Head Teacher)

Date \_\_\_\_\_

## **Part 6 – Contractual Framework for Teachers**

### **Introduction**

- 44.1 This section sets out the contractual framework within which all teachers, including headteachers, operate. It also includes high level responsibilities for all teachers and head teachers and their statutory entitlements.
- 44.2 Nothing in this Document is to be taken to conflict with Council Directive 93/104/EC of 23 November 1993 concerning certain aspects of the organisation of working time<sup>(17)</sup>.

### **Headteachers – overriding requirements**

- 45.1 A headteacher's professional duties must be carried out in accordance with and subject to:
- (a) the provisions of all applicable legislation and in particular the Education Act 1996 and the Act;
  - (b) any orders and regulations having effect under the applicable legislation and in particular the Education Act 1996 and the Act;
  - (c) the instrument of government of the headteacher's school;
  - (d) where the school is a voluntary, foundation or foundation special school, any trust deed that applies to the school;
  - (e) any scheme prepared or maintained by the authority under section 48 of the School Standards and Framework Act 1998. <sup>(18)</sup>
- 45.2 A headteacher's duties must be carried out in accordance with and subject to the following:
- (a) in the case of a school which has a delegated budget:
    - (i) any rules, regulations or policies made by the governing body and for which they are responsible; and
    - (ii) any rules, regulations or policies made by the authority with respect to matters for which the governing body is not so responsible;
  - (b) in any other case, any rules, regulations or policies made by the headteacher's employers; 48
  - (c) the terms of the headteacher's appointment.

## **Delegation**

- 46.1 The professional responsibilities of a headteacher under paragraph 47.16 must not be delegated other than in accordance with paragraph 49.2.
- 46.2 Subject to paragraph 46.1, a headteacher's responsibilities may be delegated to a deputy head teacher, assistant headteacher or other member of the staff in a manner consistent with their conditions of employment, having regard to the nature and extent of their management responsibilities, and maintaining a reasonable balance for each teacher between work carried out in school and work carried out elsewhere.

## **Professional responsibilities**

- 47.1 A headteacher may be required to undertake the following duties:

### **Whole school organisation, strategy and development**

- 47.2 Provide overall strategic leadership and, with others, lead, develop and support the strategic direction, vision, values and priorities of the school.
- 47.3 Develop, implement and evaluate the school's policies, practices and procedures.

### **Teaching**

- 47.4 Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils:
- (a) in the first, second, third and fourth key stages, for foundation and other core subjects and religious education: and
- (b) in the preliminary stage.

- 47.5 Teach.

### **Health, safety and discipline**

- 47.6 Promote the safety and well-being of pupils and staff.
- 47.7 Ensure good order and discipline amongst pupils and staff.

### **Management of staff and resources**

- 47.8 Lead, manage and develop the school workforce, including appraising and managing performance.
- 47.9 Organise and deploy resources within the school.
- 47.10 Promote harmonious working relationships within the school. 49
- 47.11 Maintain relationships with organisations representing teachers and other members of the school's workforce.

47.12 Lead and manage the school's workforce with a proper regard for their well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

### **Professional development**

47.13 Promote the participation of staff in relevant continuing professional development.

47.14 Participate in arrangements for the appraisal and review of their own performance and, where appropriate, that of other teachers and support staff.

47.15 Participate in arrangements for their own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

### **Upper pay range**

47.16 Advise the relevant body whether a teacher at the school who applies to be paid on the upper pay range should be paid on that range.

### **Communication**

47.17 Consult and communicate with the governing body, staff, pupils, parents and carers.

### **Work with colleagues and other relevant professionals**

47.18 Collaborate and work with colleagues and other relevant professionals within and beyond the school including relevant external agencies and bodies.

### **Rights conferred**

48.1 In addition to the provisions of paragraph 51 the following rights apply:

#### **Dedicated headship time**

48.2 A headteacher is entitled to a reasonable amount of time during school sessions, having regard to their teaching responsibilities, for the purpose of discharging their leadership and management responsibilities.

#### **Daily break**

48.3 A headteacher is entitled to a break of reasonable length in the course of each school day, and must arrange for a suitable person to assume responsibility for the discharge of their functions as headteacher during that break.



# AL FURQAN PRIMARY SCHOOL, BIRMINGHAM

## HEAD TEACHER PERSON SPECIFICATION

Al-Furqan Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An Enhanced DBS check is required for the successful applicant.

CRITERIA	ESSENTIAL	METHOD OF ASSESSMENT*
<b>INITIAL QUALIFICATIONS</b>	Qualified Teacher status.	<b>AF, I</b>
<b>FAITH COMMITMENT</b>	A committed practising Sunni Muslim.	<b>AF, I</b>
<b>FURTHER QUALIFICATIONS/ PROFESSIONAL DEVELOPMENT</b>	Recent, relevant in-service training in current educational practice, including the leadership and management of teaching and learning.	
<b>EXPERIENCE</b>	<p>Considerable experience in leadership and management and demonstrating the ability to differentiate between them.</p> <p>Demonstration of a good understanding of School Improvement Planning.</p> <p>Experience of implementing Performance Management.</p> <p>Experience of partnership working with parents and the wider community.</p> <p>Successful and varied teaching experience in appropriate phase(s).</p> <p>Experience of co-ordinating family support services as appropriate.</p>	<p><b>AF, I</b></p> <p><b>AF, I,P</b></p> <p><b>AF, I</b></p> <p><b>AF, I</b></p> <p><b>AF</b></p> <p><b>AF, I</b></p>
<b>SKILLS AND ABILITIES</b>	<p>To develop and implement the school vision and values, and promote inclusivity and diversity.</p> <p>To uphold and promote the Islamic Ethos of the school as defined by Al-Furqan Educational Trust (AFET).</p> <p>To develop a culture for learning and set high expectations for achieving success for all.</p> <p>To work to high professional standards, strategically and operationally and manage the implementation of change effectively</p> <p>To monitor, evaluate, and plan strategically for School Improvement.</p>	<p><b>AF, I</b></p> <p><b>AF, I</b></p> <p><b>AF, I</b></p> <p><b>AF, I,P</b></p> <p><b>AF, I, P</b></p>

	<p>To demonstrate the ability to manage and motivate individuals and teams effectively and deal effectively with under performance, in accordance with relevant policies and procedures.</p> <p>To understand and interpret complex data to inform effective decision-making.</p> <p>To maintain a clear strategic financial overview of the school.</p> <p>To demonstrate a focus on innovation, creativity and a willingness to work in a context of resource generation and appropriate risk-taking.</p> <p>To demonstrate a wide range of high level communication skills including new technologies.</p> <p>To use authority appropriately to maintain discipline.</p> <p>To promote and foster a positive school image.</p> <p>To seek and maintain effective multi-agency partnerships and collaboration, in order to share and disseminate best practice throughout the whole school and beyond.</p>	<p><b>AF, I</b></p> <p><b>AF, I</b></p> <p><b>AF, I,P</b></p> <p><b>AF, I, P</b></p> <p><b>AF, I</b></p> <p><b>AF, I</b></p> <p><b>AF, I</b></p> <p><b>AF, I</b></p>
<b>OTHER</b>	<p>Evidence of motivation for working with children.</p> <p>Evidence of ability to form and maintain appropriate relationships and personal boundaries with children.</p> <p>Evidence of emotional resilience in working with children exhibiting challenging behaviour.</p> <p>Ability to effectively implement safeguarding legislation and develop a culture of safeguarding awareness, risk assessment and management.</p> <p>Ability to coach and develop all school staff appropriately</p> <p>Demonstrate the promotion of positive behaviour strategies and constructive handling of problems.</p> <p>Evidence of actively involving all staff, parents, Governors and the community in the life and work of the school, other schools and networks.</p> <p>Evidence of implementing Equal Opportunities and other legislation essential for the health, safety and well-being of the school community.</p> <p>Ability to effectively implement personnel procedures in the management of staff, with relevant knowledge of Employment Law.</p>	<p><b>AF, I</b></p> <p><b>AF, I</b></p> <p><b>AF, I</b></p> <p><b>AF, I, P</b></p> <p><b>AF, I</b></p> <p><b>AF, I</b></p> <p><b>AF, I</b></p> <p><b>AF, I</b></p> <p><b>AF, I</b></p>
	<b><u>DESIRABLE</u></b>	
<b>EXPERIENCE</b>	Experience of working in a leadership capacity in faith schools.	<b>AF, I</b>

- \*Those elements marked **AF** - will be assessed in your **A**pplication.
- \*Those elements marked **A/I/P** - will be assessed in your **A**pplication and during the selection process e.g. **I**nterview, **P**resentation.
- \*Those elements marked **I/P** - will be evaluated during the selection process e.g. **I**nterview, **P**resentation

***NB: If shortlisted, any relevant issues arising from references will also be taken up at interview. References will be used to support the selection panel's assessment.***

### **Head Teachers' qualifications**

From February 8th 2012 it will no longer be a statutory requirement for new head teachers to have obtained the National Professional Qualification for Headship (or the National Professional Qualification in Integrated Centre Leadership for the head teachers of maintained nursery schools). However, governing bodies may choose to retain the qualification as a requirement in their person specification for a new head teacher. The National College is revising the content of the NPQH in anticipation that it will be the qualification of choice for those who aspire to school and academy leadership.